Virtual Clinical to Help Students with High Stakes Testing

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Learner Objectives/Conflict

- Describe how students used this program in the Maternal/Child course.
- Discuss the specific virtual clinical content assigned.
- Compose how the virtual assignments were assigned to align with theory content.
- Outline problems in rural areas having meaningful pediatric experiences.
- Describe the challenges faculty may experience, with grading, comfort, and course alignment.
- Discuss new related technologies for nursing education to involve students in their own learning.

Author: Tamara Pobocik has no conflict of Interest and received no sponsorship or commercial support for the conducted research.
Rationale

- High Stakes Testing
Role of Testing

- Real Clinical Experiences
- National Comparisons

Can virtual clinical experiences help students with high stakes testing?
High Stakes Testing & Virtual Clinical

- Limited research
Purpose

- Examine how virtual clinical assignments can help to increase students mean specialty high stakes exam scores
Target Population

- Traditional Nursing Students
- Bachelor of Science
- Northeastern Rural Area
Research Design

- Quantitative
- Retrospective
- Convenience Sample
- Two Distinct Group
- IRB Approval

N=39  N=53
Data Collection

- Maternal/Child I and Maternal/Child II
- High Stakes Testing
Findings

```
<table>
<thead>
<tr>
<th>Score</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
<td>F: 2.316</td>
<td>F: 3.619</td>
</tr>
<tr>
<td></td>
<td>Sig.: .132</td>
<td>Sig.: .000</td>
</tr>
<tr>
<td>t-test for Equality of Means</td>
<td>t: 3.496  df: 90</td>
<td>t: 3.619  df: 89</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed): .001</td>
<td>Std. Error Difference</td>
</tr>
<tr>
<td></td>
<td>Mean Difference: 89</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td></td>
<td>Std. Error Difference: 25</td>
<td>Lower: 38</td>
</tr>
</tbody>
</table>
```

p value of .05 was set
Findings

- Group Statistics

<table>
<thead>
<tr>
<th>VCE</th>
<th>N</th>
<th>Mean HESI Score</th>
<th>Standard Deviation</th>
<th>Standard Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used VCE</td>
<td>39</td>
<td>907</td>
<td>104</td>
<td>16</td>
</tr>
<tr>
<td>No VCE</td>
<td>53</td>
<td>818</td>
<td>131</td>
<td>18</td>
</tr>
</tbody>
</table>
Limitations

- Small sample
- Only in one nursing course
- Group size difference
Implications for Nursing Education

- Innovations Important
- Benefit for High Stakes Testing
- Faculty must become comfortable using
Recommendations for Future Research

• Continue to explore the use of virtual clinical
• Use virtual clinical in other nursing courses
• Consider using in collaboration with other disciplines
Conclusion

- Consider using virtual experiences to improve student outcomes on high stake exams.
- This could help students’ clinical reasoning skills in the practice setting, which would have an impact on patient outcomes.
Thank you & Questions
References

